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Titolo	Social interaction and the development of knowledge [[electronic resource]] / / edited by Jeremy I.M. Carpendale, Ulrich Muller
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Descrizione fisica	1 online resource (300 p.)
Altri autori (Persone)	CarpendaleJeremy I. M. <1957-> MullerUlrich <1964->
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Soggetti	Social learning Social interaction Social interaction in children Knowledge, Sociology of Social epistemology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; 1 Social Interaction and the Development of Rationality and Morality: An Introduction; 2 A Relational and Embodied Perspective on Resolving Psychology's Antinomies; 3 Piaget's Social Epistemology; 4 Individualism and Collectivism: A Dynamic Systems Interpretation of Piaget's Interactionism; 5 Coordinating Operative and Figurative Knowledge: Piaget, Vygotsky, and Beyond; 6 The Social Ontology of Persons; 7 The Development and Overcoming of ""Universal Pragmatics"" in Piaget's Thinking; 8 A Bridge too Far: On the Relations Between Moral and Secular Reasoning 9 Developmental Epistemology and Education10 Social Interaction and the Construction of Moral and Social Knowledge; 11 From Joint Activity to Joint Attention: A Relational Approach to Social Development in Infancy; 12 Piaget's Theory and Children's Development of Prosocial Behavior: The Force of Negation; 13 Wittgenstein's Internalistic Logic and Children's Theories of Mind; Author Index; Subject Index
Sommario/riassunto	Written by highly respected theorists in psychology and philosophy, the

chapters in this book explicate and address fundamental epistemological issues involved in the problem of the relationship between the individual and the collective. Different theoretical viewpoints are presented on this relationship, as well as between the nature of rationality and morality, relativism and universalism, and enculturation and internalization. Many chapters also highlight similarities and differences between these alternative frameworks and Piaget's theory, and thus correct the misperception that Piaget had
